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| **STRATEGIC PLAN REVIEW**  **TE KURA O WHATATUTU**  **2012 – 2014** | | | |
| **STRATEGIC GOALS** | | | |
| **GOAL 1**  Review analysis of student underachievement, embed school-wide consistency in planning, teaching, assessment and evaluation practices | **GOAL 2**  Reinforce a quality learning community – Teachers and Programmes | | **GOAL 3**  A strong marau-a-kura is developed and  our tamariki experience success as measured against whānau expectations and ngā whanaketanga |
| **References:**  **Te Kura o Whatatutu Charter/Whānau Voice/Ko Ngā Taonga Tūturu, I te Kokonga Ngaro –** Our Core Values  **Ngaariki Kaipūtahi / Wāhia –** Kui mā Koro mā  **Te Tiriti o Waitangi**  **Te Wheke –** A Celebration of Infinite Wisdom  **Ka Hikitia,** Managing for Success/Māori Education Strategy – *Māori enjoying education success as Māori* | | **Tātaiako -** Māori Learners achieving education success as Māori  AKO wh. 14/15  Manaakitangi wh. 10/11  Tangata Whenuatanga wh. 6/7  Wānanga wh. 12/13  **Te Kōtahitanga -** Effective Teaching Profile  **Teachers’ Council** - Registered Teacher Criteria | |

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| **GOAL ONE**  **Review analysis of student underachievement, embed school-wide consistency in planning, teaching, assessment and evaluation practices**  **Our tamariki are highly motivated and inspired in their work and play and experience success within the Marautanga**  **as measured against Ngā Whanaketanga,** ALSO See references on page one of Review | | |
| **2012** | **2013** | **2014** |
| Become familiar with the effective teaching elements that support our own vision.  Implement ways that we can reinforce these and provide evidence e.g. teacher review and reflection, student voice, parent feedback, whanau voice. Te Tataiako provides a framework example. | Review and evaluate how well our staff are demonstrating these  Effective Teaching elements   1. What are we doing right? 2. What do we need to change? 3. What else can we do to be even better?   Embed best practice  Continue to research for ways to improve | Development areas from 2013 are identified and focus areas set for 2014  Budget, annual plan and targets support the focus areas. We will continue to   * have ‘effective teaching’ as our core business * embed best practice * plan for ‘research and development time and opportunities |
| **In 2012 this will LOOK LIKE...** | **In 2013 we will focus on these MEASUREMENTS** | **In 2014 we will use these STRATEGIES** |
| 1. Our learning environment is organised and welcoming to tamariki, whānau and manuhiri. 2. Our tamariki are independent and conscientious learners. 3. Our tamariki, staff and whānau are focused and working together as an effective learning team. 4. Tamariki are highly engaged and interactive in their learning. 5. Effective feedback – planning process and implementation is well planned. Whānau are informed and welcomed to participate. 6. Staff and tamariki are well trained in their respective roles, responsibilities and practice in giving and receiving ‘effective feedback’ 7. Student voice is ‘regularly provided for’. 8. Whānau voice is fostered and encouraged in a range of community and kura activities. 9. Our boys readily engage in their own learning. We provide opportunities for them to interact with good role models in a range of activities to lift their self esteem. 10. Our tamariki have opportunities to broaden their learning and interact with others in a wide range of contexts that reflect our kura ethic. 11. Our kura will improve outcomes for students who are not achieving, or are at risk of not achieving, or have 12. special learning needs. 13. We will endeavour to find ‘a way’ to reach each child to help them realise their full potential. 14. Staff and BOT to participate in Teacher Dimensions to support professional growth as an educator. | Whānau, staff and tamariki will be able to ...   * Articulate what Interactive learning, student voice and effective feedback is * Give clear examples of the effect and impact of these * See the evidence of Interactive learning, student voice and effective feedback in reporting procedures   **Beginning, mid and end of year**   * Our tamariki , staff and whānau will define what kind of learning and physical environment (inside and outside classroom) will ‘highly motivate and inspire’ them to do their very best * Give their ratings each time * Compare all 3 ratings end of year | Review and revamp relevant policies  Tūmuaki/BOT to provide staff and parents with information and relevant readings / MOE resources about   * Student voice * Inquiry learning * Effective feedback   Tūmuaki/BOT workshop/hui with parents about   * Effective Teaching profile * What interactive learning is * What effective feedback is * How they can identify or interact with their tamariki so that they will know how well the ‘interactive learning and effective feedback’ is working * How we can work together more effectively to ensure our tamariki achieve success with their learning. |
| I ngā wā katoa, me tū kaha tātou ki te tiaki pai I a tātou tamariki mokopuna, ara, ngā rangatira mō āpōpō, kia tū rangatira ai, ahakoa te aha, ahakoa ki hea, ahakoa ko wai. Koina te tūmanako. | | |

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| **GOAL TWO**  **Reinforce a quality learning community – Teachers and Programmes.**  **Whanaungatanga Refer to Tātaiako P8/9 Whānau Engagement / Partnership Refer also to page one of Review** | | |
| **2012** | **2013** | **2014** |
| Graduate Profile Hui, BOT discussion, Whānau Hui, Kui mā, Koro mā – continually review our whānau/kura relationship.  Research, workshops and learn from other kura best practice regarding whanau engagement.  Access and utilise TED talks/TKI/ Best Evidence Synthesis - case studies local and national to broaden our vision.  Review progress regularly | Review and evaluate  Development areas from 2012 are identified and focus areas set for 2013  Budget, annual plan and targets support the focus areas  Continue with research, workshops and identifying best practice re whānau engagement | Review, reflect and evaluate  Development areas from 2013 are identified and focus areas set for 2014  Budget, annual plan and targets support the focus areas  Continue with research, workshops and identifying best practice re-whanau engagement |
| **In 2012 this will LOOK LIKE...** | **In 2013 we will focus on the MEASUREMENTS** | **In 2014 we will use these STRATEGIES** |
| 1. Tamariki are happy learners 2. Whānau involvement has increased 3. High expectations of **ourselves and others** are known to whānau, staff and our tamariki 4. Whanau are involved in the data analysis 5. BOT are upskilled and providing strong governance 6. Our tamariki, staff and whānau will define what an effective home and kura partnership looks like to support the improved achievement of our tamariki 7. Beg, mid and end of year assessments 8. Give their ratings each time 9. Compare all 3 ratings end of year | * Interactions continue to be regular, engaging and creative * Home and kura partnership is strong * BOT are upskilled and providing strong governance * Whānau are seeking a position on BOT so as to make a difference * Beg, mid and end of year assessments * Give their ratings each time * Compare all 3 ratings end of year | BOT are upskilled and providing strong governance   * Whānau are consolidating expertise on BOT * Beg, mid and end of year assessments continue * Give their ratings each time * Compare all 3 ratings end of year * Home, kura partnership is solid |
| I ngā wā katoa, me tū kaha tātou ki te tiaki pai I a tātou tamariki mokopuna, ara, ngā rangatira mō āpōpō, kia tū rangatira ai, ahakoa te aha, ahakoa ki hea, ahakoa ko wai. Koina te tūmanako. | | |

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| **GOAL THREE**  **A strong marau-a-kura is developed and our tamariki experience success as measured against whānau expectations and ngā whanaketanga. Our tamariki have increased confidence, capability and competency of te reo me nga tikanga that embraces Ngā Ariki Kaiputahitanga, Ngati Wāhia knowledge, wisdom and understandings.**  **MANAAKITANGA** Refer to Tataiako P10/11 **CULTURAL DIVERSITY / TE REO MAORI** | | |
| **2012** | **2013** | **2014** |
| Continue to develop and implement a Marau-a-Kura that encompasses the stories of our people and our whenua  Continue to develop a close connection and strong relationship with local tohunga, whānau, hapu and iwi who can share these stories with us  Utilise new RTM kia whakapakari ai te reo o te akomanga  Year 2 of Whakapakari contract to strengthen language. Review the fluency of our staff  Identify and support professional development opportunities for staff and community members to improve te Reo Maori competency | Reflect and review on the 2012 Te Reo Maori plan and analyse strengths and development areas  Continue to strengthen connections and relationships with local experts, whanau, hapu and iwi  Review and plan for different and better ways to utilise RTM services in training and upskilling staff  Continue to identify and support professional development opportunities for staff and community members to improve te Reo Maori competency  Review the fluency of our students and staff | Reflect and review on the 2013 Te Reo Maori plan and analyse strengths and development areas  are identified and focus areas set for 2014  Budget, annual plan and targets support these focus areas    Continue to strengthen connections and relationships with local experts, whanau, hapu and iwi  Review the fluency of our students and staff |
| **In 2012 this will LOOK LIKE...** | **In 2013 we will focus on these MEASUREMENTS** | **In 2014 we will use these STRATEGIES** |
| 1. Level One immersion is planned and implemented throughout the kura 2. Develop local Te Reo Marau 3. Stocktake of the state of our reo in our community 4. RTM working with staff and tamariki 5. Staff are incorporating new learning from Whakapakari Te Reo and RTM into their programmes of work 6. Our kaumatua are informing, working with, and alongside our kaiako and tamariki 7. Annual noho marae – staff and tamariki and whānau begin and end each year at one of our marae – to review and plan charter for the upcoming learning year | Staff and students assess   * their own reo capability and competency with Whakapakari Facilitator, RTM and our own experts * begin, mid and end of year assessments to compare progress * Compare planning beginning, mid and end of year to show improvements | Review and revamp relevant policies  Te Reo strategy has clear annual goals and plans for Te Reo Maori  Identify MOE resources in the school and have all staff trained in how to use these as part of classroom programmes |
| I ngā wā katoa, me tū kaha tātou ki te tiaki pai I a tātou tamariki mokopuna, ara, ngā rangatira mō āpōpō, kia tū rangatira ai, ahakoa te aha, ahakoa ki hea, ahakoa ko wai. Koina te tūmanako. | | |